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| **Title**: Who represents you and how are you represented | **Curriculum Area and Grade**: High school social science | | | **Date**: Day 2 of ITU |
| **CA Content Standards**:  SID: Interpreting Categorical and Quantitative data  RH: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text | | **CA ELD Standards (Grade 9-10)**:  Productive:  Justifying/arguing  Justify opinions by articulating some relevant textual evidence or background knowledge with visual support. | | |
| **Big Idea**:  Students will understand that:   1. Demographics play a substantial role in our representative democracy 2. Most art melds together the aesthetic preferences of many different demographic groups | | **Essential Questions**:  Are you fairly represented (in school, in your city, in your state and in your nation)?  How do you foresee impending demographic shifts influencing people and governments? | | |
| **Objective**:  Students will be able to:   1. Do basic research on demographics and their representatives in government (Cognitive) 2. Define demographics in relation to statistical diversity and historical assimilation as well as maintenance of culture (Language) 3. Determine how certain art can be representative of the demographics and diversity of a community (Affective) | | **Assessment**:  The activities of the day will be worth 10 points, it will be informal and formative and points will be delegated as follows:  3 points – Student provides evidence of their research on the demographics of a designated population  3 points – Student defines demographics in their own words and explains the historical relevance of demographics  3 points – Student uses their learning to explain the connection between art and demographics  1 point – Student gives their best effort and stays on task  Total: 10 points | | |
| **Prediction of Likely Difficulties**: Students may have difficulty doing basic research and locating essential data. This will be combated by modeling research and then offering a list of steps for the students to use if they feel they need direction. Heterogeneous grouping that puts adept researchers with those that may need assistance will also help struggling students. | | | | |
| **Instructional Strategies**:  **Anticipatory Set (“Into”)**: Teacher will have several research questions displayed on the board that students will be asked to develop a written research plan to address. The research questions will ask the students to gather data about their representatives in government. For example: who are your representatives in the Senate and what are the demographics of their constituents?  **Instruction (“Through”)**: Teacher will ask students to discuss their research plans with a partner and then open the class to any questions  **Guided Practice (“Through”)**: Teacher will model an appropriate research plan by carrying out a series of steps on the computer which will be displayed on the projector as the students follow along  **Independent Practice (“Through”)**: Teacher will roam about the classroom answering any questions, monitoring progress, giving feedback and pointing any struggling students in the right direction  **Closure (“Beyond”)**:Students will be reminded that just as the demographics of a region impact the representative elected, they impact the art produced in that region. Also, like many representative’s goals, the goal of art is often to appeal to a wide audience that takes into account the aesthetic preferences of different demographic groups  **Transfer (“Beyond”)**: Teacher will display several famous works of art and background information on the piece, artist and location of production and then ask the students how the art could be a display of demographic diversity | | | **Student Activities [Time]**:  **Anticipatory Set (“Into”)**: Students will view the research questions and ready their materials. Students will then write a rough draft of a research plan [5 minutes]  **Instruction (“Through”)**: Students will discuss their research plans with a partner and then ask any clarifying questions [5 minutes]  **Guided Practice (“Through”)**: Students will follow along during the modeled research plan [5 minutes]  **Independent Practice (“Through”)**: Students will carry out their research plans with a partner or small group working on the computers [25 minutes]  **Closure (“Beyond”)**:Students will think about the relationship between demographics, government representatives and the production of art [10 minutes]    **Transfer (“Beyond”)**: Students will view the pieces of art and then consider their relationship to demographics and how demographic shifts might be apparent in local art [5 minutes] | |
| **Differentiation for ELs**  **Content** – The students will learn through verbal instruction, written instructions, one teacher led demonstration that includes images, written definitions and a link to present day and several student led demonstrations that include images, definitions, and links to present day  **Process** – The opportunity to choose a learning method from several options and the requirement to be responsible for the achievement of the group members will encourage the students to listen, speak and check for understanding with peers in their group. Each group will be designed so that any struggling ELs have competent ELs or bilingual students within their group.  **Product** – Students will benefit from working within a group setting that takes their EL status into account. Students will be motivated by the members of their group to succeed since group members will include friends vying for extra credit against the rest of the class. Teacher will provide monitoring aimed at ELs to ensure each student gets a task they are suited to and have ample opportunity for clarification before completing the assignment | | | **Differentiation for SNs**  **Content** –The visuals and promise of group work should appeal to all SN students because they find joy in working with others.  **Process** –The students will be offered a variety of instruction that will appeal to auditory and visual learners. The teacher’s example of satisfactory work should keep any students from getting stuck and the option of how to participate will give students the opportunity to decide how they could best contribute to their group.  **Product** – The students should benefit from selecting their part of the assignment. Academically gifted students will be recommended a more analytical role while other SN students will take on a role more devoted to understanding the basic content. Each student’s individual work will show what that student probably learned best from the activity but the work of all students within the groups and even of other groups will be at least familiar to the students after completion of the lesson | |
| **Materials**: projector (for instructor), notebook paper, pen, pencil, PPT, computers | | | **Reflection**: To be completed after lesson | |